

Elementary School: Physical Activity

Module 3. Physical Education and Other Physical Activity Programs

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- Carefully read and discuss the Discussion Questions with your School Health Index team.
- On the Score card circle the most appropriate score (3–0) for each item and calculate the total score.
- Complete the Planning Questions to identify and prioritize changes that will improve policies and programs related to student health and safety.

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Module 3 Score Card

		Fully in Place	Partially in Place	Under Development	Not in place
PA.1	150 minutes of physical education per week	3	2	1	0
PA.2	Adequate teacher/student ratio	3	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Health-related physical fitness	3	2	1	0
PA.5	Students active at least 50% of class time	3	2	1	0
PA.6	Teachers avoid practices that result in student inactivity	3	2	1	0
PA.7	Physical education is enjoyable	3	2	1	0
PA.8	Promote community physical activities	3	2	1	0

PA.9	Instruction for special health care needs	3	2	1	0
PA.10	Credentialed physical education teachers	3	2	1	0
PA.11	Professional development for teachers	3	2	1	0
S.1/PA.12	Physical education safety practices	3	2	1	0
S.2/PA.13	Playgrounds meet safety standards	3	2	1	0
For each column, add up the numbers that are circled and enter the sum in this row.					
		TOTAL POINTS: Add the four sums above and enter the total to the right.			
		MODULE SCORE = (Total Points / 39) X 100			%

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Module 3 Discussion Questions

PA.1 150 minutes of physical education per week

Do all students in each grade receive physical education* for at least 150 minutes per week** throughout the school year?

*Physical education means structured physical education classes or lessons, not recess.

**Physical education classes should be spread over at least three days per week, with daily physical education preferable.

3 = Yes.

2 = 90-149 minutes per week for all students in each grade throughout the school year.

1 = 60-89 minutes per week for all students in each grade throughout the school year.

0 = Fewer than 60 minutes per week or not all students receive physical education throughout the school year.

PA.2 Adequate teacher/student ratio

Do physical education classes have a student/teacher ratio comparable* to that of other classes?

NOTE: Aides and volunteers should not be counted as teachers in the student/teacher ratio.

*Comparable means approximately the same number of students per teacher as in other classes.

3 = Yes.

2 = The ratio is somewhat larger (up to one and a half times larger) than the ratio for most other classes.

1 = The ratio is considerably larger (more than one and a half times larger), but there are plans to reduce it.

0 = The ratio is considerably larger (more than one and a half times larger), and there are no plans to reduce it.

PA.3 Sequential physical education curriculum consistent with standards

Do all who teach physical education use a sequential* physical education curriculum that is consistent** with state or national standards for physical education (see standards below)?

*Sequential means a curriculum that builds on concepts taught in preceding years.

**Consistent means that the curriculum addresses the key learning objectives identified by the standards.

National Standards for Physical Education

A physically educated person can do the following:

1. Demonstrate competency in many movement forms and proficiency in a few movement forms.
2. Apply movement concepts and principles to the learning and development of motor skills.
3. Exhibit a physically active lifestyle.
4. Achieve and maintain a health-enhancing level of physical fitness.
5. Demonstrate responsible personal and social behavior in physical activity settings.
6. Demonstrate understanding and respect for differences among people in physical activity settings.
7. Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

National Association for Sport and Physical Education. Moving into the Future: National Standards for Physical Education. Boston: WCB/McGraw-Hill; 1995

3 = Yes.

2 = Some use a sequential physical education curriculum, and it is consistent with state or national standards.

1 = Some use a sequential physical education curriculum, but it is not consistent with state or national standards.

0 = None do, or the curriculum is not sequential, or there is no physical education curriculum.

PA.4 Health-related physical fitness

Does the physical education program integrate instruction* on health-related fitness** into most lessons throughout the year?

*Integrate instruction means provide opportunities for students to develop and practice skills in areas such as

- behavioral skills related to health-related fitness (e.g., goal-setting, decision-making, self-monitoring)
- assessment of health-related fitness (fitness test)
- interpretation and use of fitness test results

**Health-related fitness means cardiovascular endurance, flexibility, muscular strength, muscular endurance, and body composition.

3 = Yes, into most lessons.

2 = Into about half the lessons.

1 = Into fewer than half the lessons.

0 = Into none of the lessons, or there is no physical education program.

PA.5 Students active at least 50% of class time

Do teachers keep students moderately to vigorously active* at least 50% of the time** during most or all physical education class sessions?

*Moderately to vigorously active means engaging in physical activity that is equal in intensity to or more strenuous than fast walking.

**At least 50% of the time means at least half of the total time scheduled for a physical education class session.

3 = Yes, during most or all classes.

2 = During about half the classes.

1 = During fewer than half the classes.

0 = During none of the classes, or there are no physical education classes.

PA.6 Teachers avoid practices that result in student inactivity

Do teachers avoid using practices* that result in some students spending considerable time being inactive in physical education classes?

*Examples of such practices include

- using games that eliminate students
- having many students stand in line or on the sidelines watching others and waiting for a turn
- organizing activities in which fewer than half of the students have a piece of equipment and/or a physically active role
- allowing highly skilled students to dominate activities and games

3 = They never use such practices.

2 = They rarely use such practices.

1 = They occasionally use such practices.

0 = They frequently use such practices, or there are no physical education classes.

PA.7 Physical education is enjoyable

Do most students, including most who are athletically gifted and most who are not as athletically gifted, find physical education an enjoyable and fun experience?

3 = Yes, most of one group and most of the other group find it enjoyable.

2 = Most of one group but few of the other group find it enjoyable.

1 = Few in both groups find it enjoyable.

0 = Hardly anyone in either group finds it enjoyable, or there is no physical education.

PA.8 Promote community physical activities

Does the physical education program promote student participation in a variety of community physical activity options* through three or more methods**?

*Examples of community physical activity options include clubs, teams, recreational classes, special events such as community fun runs, and use of playgrounds, parks, and bike paths.

**Examples of methods include

- class discussions
- bulletin boards
- public address announcements
- guest speakers who promote community programs
- take-home flyers
- homework assignments
- newsletter articles
- academic credit for participating in community physical activities and programs

3 = Yes, through three or more methods.

2 = The program promotes participation in a variety of community physical activity options, but through only one or two methods.

1 = The program promotes participation in only one type of community physical activity option.

0 = The program does not promote participation in community physical activity options, or there is no physical education program.

PA.9 Instruction for special health care needs

Does the physical education program consistently use instructional practices* that are appropriate for students with special health care needs**?

*Examples of such instructional practices include

- offering adapted physical education classes
- adapting physical education goals and objectives
- adapting tests, sports, and activities
- using modified equipment and facilities
- using a second teacher, aide, physical therapist, or occupational therapist to assist

- using peer teaching (e.g., teaming students without special health care needs with students who have such needs)
- allowing students to carry and administer their own medications or conduct self-testing if the parent/guardian, health care provider, and school nurse so advise

****Examples of special health care needs include learning disabilities, developmental disabilities, behavioral disorders, physical disabilities, temporary physical limitations, and medical conditions such as diabetes, asthma, and scoliosis.**

3 = Yes.

2 = The physical education program uses some of these instructional practices, but not consistently (that is, not by all teachers or not in all classes that include students with special health care needs).

1 = The program currently uses none of the practices, but is in the process of implementing some of them.

0 = The program uses none of the practices and there are no plans to implement them, or there is no physical education program.

PA.10 Credentialed physical education teachers

Are all physical education classes taught by credentialed* physical education teachers?

*Credentialed means teachers who have been awarded a credential by the state, permitting them to teach physical education.

3 = Yes, all are.

2 = Most classes are.

1 = Some classes are.

0 = No classes are, or there are no physical education classes.

PA.11 Professional development for teachers

Do all who teach physical education participate at least once a year in professional development/continuing education* in physical education?

*Professional development/continuing education means on-site (e.g., school, district) and off-site (e.g., city, state, national) training opportunities.

3 = Yes, all do.

2 = Most do.

1 = Some do.

0 = None do, or no one teaches physical education.

S.1/PA.12 Physical education safety practices

Does the physical education program implement and enforce all of the following safety practices?

- practice active supervision*
- encourage prosocial behaviors**?

- use protective clothing and safety gear that is appropriate to child's size and in good shape
- use safe, age-appropriate equipment
- minimize exposure to sun, smog, and extreme temperatures
- use infection control practices for handling blood and other body fluids

*Active supervision means using practices such as observing, listening to students, anticipating and effectively responding to unsafe situations, and discouraging pushing and bullying.

** Prosocial behaviors are cooperation, conflict resolution, and helping others.

3 = Yes, all these safety practices are followed.

2 = All these safety practices are followed, but at times the school has temporary lapses in implementing or enforcing one of them.

1 = One of these safety practices is not followed, or at times the school has temporary lapses in implementing or enforcing more than one of them.

0 = More than one of these safety practices is not followed, or there is no physical education program.

S.2/PA.13 Playgrounds meet safety standards

Does the school or district ensure that playgrounds meet or exceed recommended safety standards for design, installation, and maintenance, in all of the following ways?

NOTE: Please disregard any standard that is not relevant for your campus.

- using recommended safety surfaces under playground equipment
- using equipment designed with spaces and angles that preclude entrapment
- designating boundaries around equipment (e.g., swings) so that students on foot are unlikely to be struck
- separating playgrounds from motor vehicle and bicycle traffic
- maintaining equipment for safe use and removing unsafe equipment
- ensuring that staff are trained in developmental appropriateness of different types of playground equipment
- developing, implementing, and enforcing rules for safe use of the playground (e.g., no running or pushing, no use of age-inappropriate equipment)

3 = Yes, all these safety standards are met.

2 = All these safety standards are met, but at times the school has temporary lapses in implementing or enforcing one of them.

1 = One of these safety standards is not met, or at times the school has temporary lapses in implementing or enforcing more than one of them.

0 = than one of these safety standards is not met, or there are no playgrounds.

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Module 3 Planning Questions

Planning Question 1

Look back at the scores you assigned to each question. According to these scores, what are the strengths and the weaknesses of your school's policies and environment related to student health and safety?

Planning Question 2

For each of the weaknesses identified above, list several recommended actions to improve the school's scores (e.g., create and maintain a school health committee).

Planning Question 3

List each of the actions identified in planning question 2 above on the table below. Use the five-point scales defined below to rank each action on five dimensions (importance, cost,

time, commitment, feasibility). Add the points for each action to get the total points. Use the total points to help you choose one, two, or three top-priority actions that you will recommend to the School Health Index team for implementation this year.

Importance: How important is the action to my school?

5 = Very important 3 = Moderately important 1 = Not important

Cost: How expensive would it be to plan and implement the action?

5 = Not expensive 3 = Moderately expensive 1 = Very expensive

Time: How much time and effort would it take to implement the action?

5 = Little or no time and effort 3 = Moderate time and effort 1 = Very great time and effort

Commitment: How enthusiastic would the school community be about implementing the action?

5 = Very enthusiastic 3 = Moderately enthusiastic 1 = Not enthusiastic

Feasibility: How difficult would it be to complete the action?

5 = Not difficult 3 = Moderately difficult 1 = Very difficult

Module 3 Actions	Importance	Cost	Time	Commitment	Feasibility	Total Points	Top-Priority Action?



School Health Index

Division of Adolescent and School Health

National Center for Chronic Disease Prevention and Health Promotion

Centers for Disease Control and Prevention